

## A Study Of Teacher Educators Perspectives Regarding Modern Teacher Education Programme

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### Abstract

The purpose of this study is to evaluate how well teacher preparation program already in place prepare teachers for modern learning environments from teacher educators' perspectives. To assess important factors including curricular sufficiency, the incorporation of contemporary teaching aids, and the type of support needed by aspiring teachers, information was gathered from teacher educators through a survey-based methodology. The results of the present study point out the serious deficiencies in mentorship programs, technology integration, and soft skills training. The findings highlight significant gaps in soft skills training, technological integration, and mentorship opportunities. The study also provides recommendations for enhancing teacher training programs to better align with the demands of modern education. Hence, present study is undertaken with six objectives: these are to study the Teacher Educators Perspective regarding present Teacher Education Curriculum, to study the Teacher Educators Perspective regarding present Teacher Education Programme Classroom practices, to study Teacher Educators Perspective regarding Addressing the needs and supporting the Student Teachers, to study Teacher Educator Perspective on the requirements of training in Specific for the Improvement, to study the Teacher Educators Perspectives regarding use of the Modern Technologies and Teaching Aids for Integrating in Teacher Training Programs and to give Suggestions to the concerned on the basis of the study. Therefore, for fulfilling these objectives researchers reviewed relevant literature on teaching methods, approaches and knowledge imparting and then evaluate qualitative data and came to findings with the help of the questionnaire as a tool to collect the data in order to achieve these goals.

**Keywords:-** Teacher Training Programs, Modern Classroom, Teacher Education, Curriculum development, Teaching Aids, Professional development

### Introduction

In order to give teachers, the abilities, information, and pedagogical techniques they need to teach successfully in today's classrooms, teacher education programs are essential. It is critical to evaluate the efficacy of present teacher training programs and pinpoint areas for improvement in the light of varied range of learning needs and the quick evolution of technology. For instructors to be able to adjust to the demands of modern education, include cutting-edge teaching tools, and accommodate students' diverse learning preferences, effective teacher preparation is essential (Darling-Hammond, 2017). The purpose of this study is to assess how well teacher education programs prepare educators for contemporary classroom environments. In recent years, there has been a growing emphasis on modernizing teacher education programs to meet the evolving needs of 21st-century learners. These programs focus on integrating digital tools, learner-centered pedagogies, and competency-based training to ensure that future teachers are well-equipped to handle diverse classroom environments (Darling-Hammond & Bransford, 2005).

The perspectives of teacher educators, who serve as mentors and trainers in these programs, are critical in understanding the effectiveness and challenges associated with modern teacher education. Their insights can provide valuable feedback on curriculum design, instructional methods, and policy implementation. However, despite ongoing reforms, there is a need to explore how teacher educators perceive these changes and their impact on teacher preparation (Zeichner, 2010). Present study aims to examine teacher educators' perspectives on modern teacher education programs, focusing on their experiences, challenges, and recommendations for improvement. By analyzing their views, this research seeks to contribute to the discourse on teacher education reform and offer suggestions for enhancing the effectiveness of teacher training programs.

It specifically aims to evaluate how effectively the current curriculum satisfies the demands of modern education, how well training programs incorporate cutting-edge technologies and instructional aids, and what aspects of teacher preparation need to be improved. This study also attempts to determine what kind of assistance new teachers most need in order to make a smooth transition into the teaching profession. The significance of ongoing professional development and curricular innovation in teacher education programs has been highlighted by earlier research (Shulman, 1986). There are still gaps in our knowledge of how well these programs meet the educational demands of the twenty-first century. By providing insights and suggestions for enhancing teacher preparation programs to better prepare educators for the challenges of modern teaching, this study will add to the body of knowledge already in existence.

However, teacher educators' perspectives regarding modern teacher education programme is focused in the present study and undertaken with four objectives. These are:

#### **Objectives:**

1. To study the Teacher Educators perspective regarding present Teacher Education Curriculum.
2. To study the Teacher Educators perspective regarding present Teacher Education Programme classroom practices.
3. To study Teacher Educators perspective regarding addressing the needs and supporting the Student Teachers.
4. To study Teacher Educators perspective on the requirements of training in Specific area for the Improvement.
5. To study the Teacher Educators Perspectives regarding use of the Modern Technologies and Teaching Aids for Integrating in Teacher Training Programs.
6. To give Suggestions to the concerned on the basis of the study.

Thus, for fulfilling these objectives following research procedure is followed.

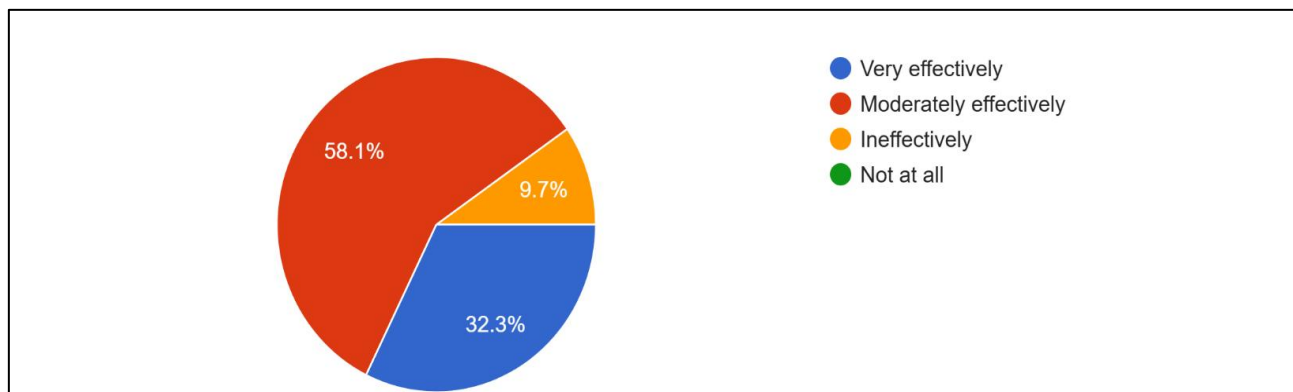
#### **Research Procedure:**

**Research Method:-** Survey is undertaken with the help of Questionnaire to study the Teacher Educators perspective regarding present Teacher Education Curriculum, classroom practices, and regarding addressing the needs and supporting the Student Teachers, Teacher Educators on the requirements of training in Specific area for the Improvement.

**Collection of the Data:-** For present study data is collected through the survey of 31 Teacher Educators from different districts of Maharashtra State for studying teacher training program related perspective and suggestions for improvement of the modern classroom in specific areas.

#### **Objective-Wise Procedure of the Study:**

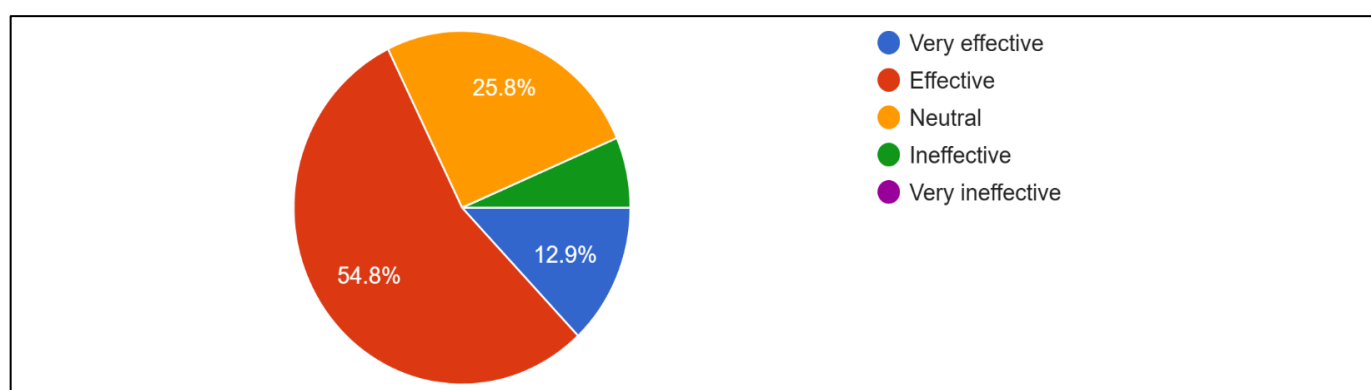
**First objective of the research is to study the Teacher Educators Perspective regarding Present Teacher Education Curriculum.** Hence, to fulfil this objective, the researcher opted the survey method and with the help of the researcher prepared questionnaire, data collected from teacher educators of different districts from Maharashtra state, and it is analysed and its results are shown in Figure No.1



**Figure No. 1: The Teacher Educators Perspective regarding Present Teacher Education Curriculum**

Figure No.1. illustrates the Teacher Educators perspective regarding present Teacher Education Curriculum of the 31 responses. A majority (58.1%) Teacher Educators responded technology is integrated moderately effectively, while 32.3% consider it very effective. However, 9.7% find the integration ineffective, and no responses indicate a complete lack of integration. These results suggest that while technology is being incorporated into teacher training, there is still room for improvement to ensure more effective utilization of modern tools in education.

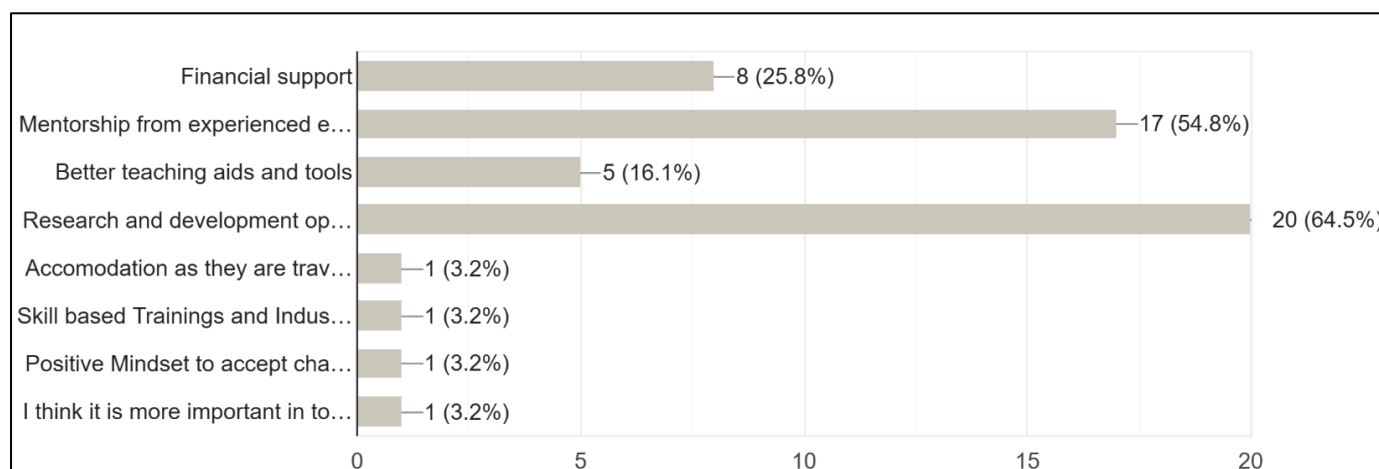
Thus, the first objective of the study is completed and the **Second objective of the research is to study the Teacher Educators Perspective regarding Present Teacher Education Programme Classroom Practices.** Hence, to fulfil this objective, analysis of Teacher Educators responses is done, as shown in Figure No. 2



**Figure No.2. The Teacher Educators perspective regarding Present Teacher Education Programme Classroom Practices**

Figure No.2. illustrates the Teacher Educators Perspective regarding current Teacher Education Programs in preparing teachers for Modern Classrooms practices is based on 31 responses. The majority (54.8%) find these programs effective, while 25.8% remain neutral. A smaller portion (12.9%) considers them very effective, whereas a minor percentage views them as ineffective. Notably, no respondents marked the programs as very ineffective. Overall, while most participants see the programs as beneficial, the presence of neutral and ineffective responses suggests areas for improvement in training quality and modern classroom adaptability.

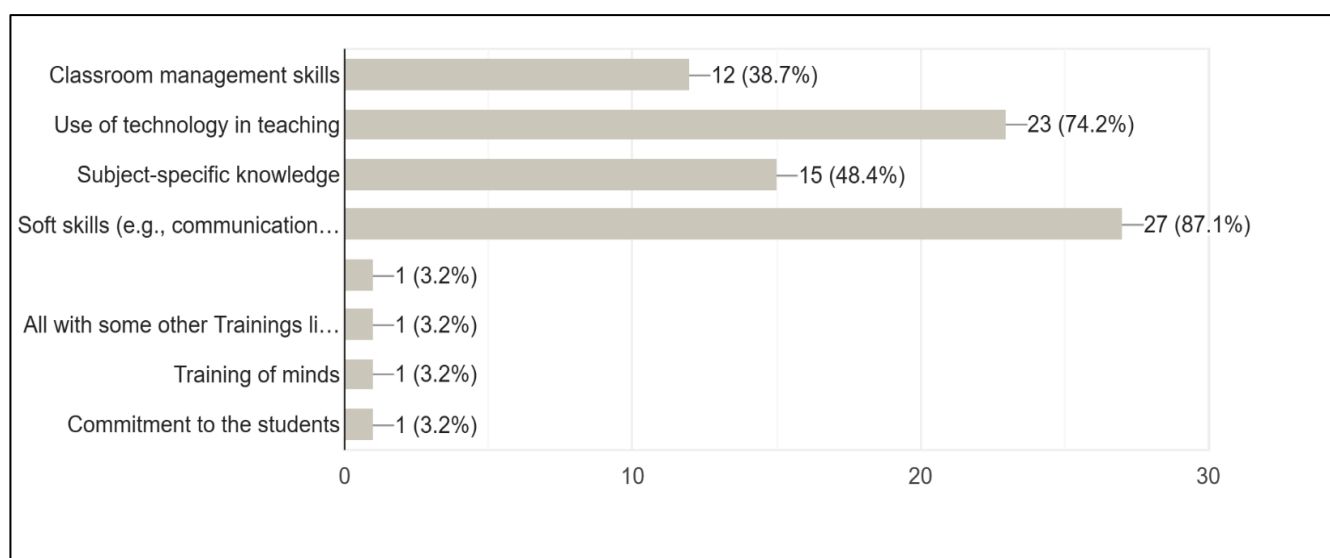
Thus, the second objectives results are and the **Third objective of the study is to study Teacher Educator Perspective regarding Addressing the Needs and Supporting the Student Teachers.** Hence, to fulfil this objective, the collected data was analysed and its results are shown in Figure No. 3



**Figure no. 3.: The Teacher Educators Perspective regarding Addressing the Needs and Supporting the Student Teachers.**

Figure No.3. illustrates the types of support trainee teachers need the most, based on 31 responses. The highest demand (64.5%) is for research and development opportunities, followed by mentorship from experienced educators (54.8%). Financial support is also a significant need (25.8%), while 16.1% of respondents emphasize better teaching aids and tools. Other needs, such as accommodation, skill-based training, and mindset development, each received minimal responses (3.2%). These results indicate that providing research opportunities and mentorship should be prioritized to better support trainee teachers in their professional growth.

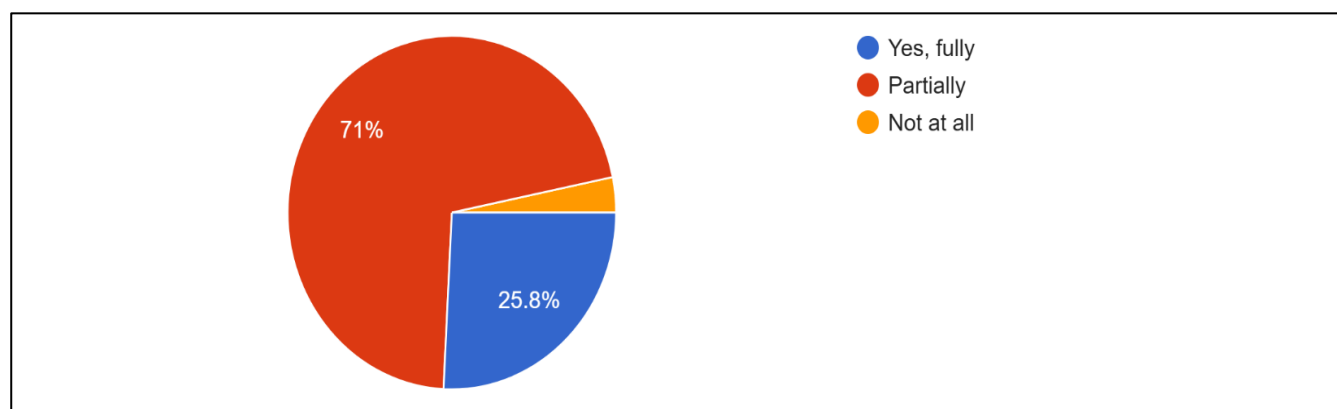
Thus, the third objective of the study is fulfilled and the **Fourth objective of the study is to Study Teacher Educators Perspective on the requirements of Training in Specific Areas for the Improvement.** Hence, to fulfil this objective, the collected data was analysed and its results are shown in Figure No. 4



**Figure No. 4.: The Teacher Educators Perspective on the requirements of Training in Specific Areas for the Improvement.**

Figure No.4. highlights the areas of teacher training that need the most improvement based on 31 responses. The majority (87.1%) responded that soft skills, such as communication, require the most enhancement, followed by the use of technology in teaching (74.2%). Subject-specific knowledge (48.4%) and classroom management skills (38.7%) are also identified as areas required improvement. Other aspects, such as training of minds and commitment to students, received minimal responses (3.2% each). These results indicate that focusing on soft skills and technological integration in teacher training programs would significantly enhance effectiveness.

After fulfilling the fourth objective researchers analysed the collected data for fulfilling the **Fifth objective of the research is to study the Teacher Educators Perspectives regarding use of the Modern Technologies and Teaching Aids for Integrating in Teacher Training Programs.** Hence; to fulfil this objective analysis of Teacher Educators responses is done.



**Figure No.5.: The Teacher Educators Perspective on the use of Modern Technologies and Teaching Aids for Integration in Teacher Training programs.**

Figure No.5. represents responses on modern technologies and teaching aids integrating in teacher training programs. A majority (71%) perspectives only partially addresses these needs, while 25.8% think it fully meets. A very small percentage feels it does not address them at all. These results indicate that while the curriculum has some relevance, there is a significant gap in fully preparing teachers for modern classroom challenges, highlighting the need for improvements and updates.

#### **Suggestions:**

Based on the findings of the study 'A study of Teacher Educators Perspectives regarding Modern Teacher Education Programme'. **Sixth objectives of the research are to give suggestions to the concerned on the basis of the study,** Thus, for fulfilling these objective following suggestions are given. Suggestions to Improve Teacher Education Programs are enlisted below.

1. In the teacher education curriculum, the technology integration is moderate but not fully effective, so update the curriculum to ensure comprehensive digital literacy.
2. The classroom practices are effective but need improvement to incorporate more practical teaching methodologies.
3. Support for student teachers is required, as there is a high demand for mentorship and research opportunities. Provide structured mentorship and research funding.

4. There is a need to impart training in specific areas such as improvement in soft skills and technology use. There is also a requirement to conduct workshops on communication, classroom management, and tech integration.
5. Use of modern teaching aids in integration is partial and needs improvement. Enhance digital tools and modern teaching methodologies.
6. Overall teacher training enhancement in current programmes meets requirements only moderately, so there is a need to improve and introduce interactive and competency-based teacher training.

### Conclusion and Discussion:

The study emphasises how crucial it is to keep enhancing teacher preparation programs in order to guarantee that teachers are equipped to handle the demands of modern classrooms. The results show that although contemporary teaching aids and technologies are incorporated into teacher preparation programs, their efficacy is still only moderate. There is a need for curriculum revisions because many teacher educators feel that the current curriculum only partially meets the demands of contemporary classrooms.

The study's key finding is that in order to promote their professional development, new instructors need more research opportunities, financial assistance, and mentorship. Furthermore, it was determined that the main areas in teacher preparation that required development were soft skills like communication and classroom management as well as technological competence.

Institutions should concentrate on expanding possibilities for hands-on training, developing closer relationships between teachers and students, and adding more mentorship programs in order to improve teacher training programs. Teacher training will be further strengthened by incorporating cutting-edge digital technologies and updating the curriculum to meet the demands of education in the twenty-first century. Longitudinal studies on the efficacy of recently enacted innovations in teacher preparation and their effects on student learning outcomes can be investigated in future study.

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